

EVIDENCE GUIDE  
for PA Core Instructional Shifts

Instructional Shifts	Indicators	Evidence Observed
Balancing the reading of <b>informational</b> and literary texts so that students can access nonfiction and authentic texts, as well as literature	A majority of time is spent reading, listening to, speaking, or writing about high-quality text.	
	Tasks promote student interest and engagement in reading, writing, and speaking about informational texts.	
Focusing on <b>close and careful reading</b> of text so that students are learning from the text	The text(s) provide opportunities for thought-provoking and critical analysis.	
	Questions and tasks take students more deeply into text by attending to its particular structure, concepts, ideas, events, or details.	
	Questions are sequenced to guide students in delving deeper into text and/or graphics.	
Building a <b>staircase of complexity</b> (each grade level requires a “step” of growth on the “staircase”)	The text(s) are at or above the complexity level expected for the grade and time in the school year.	
	All students engage with text of appropriate complexity for the grade level (with scaffolding, as necessary, so students can experience the complexity of the text).	
Supporting writing from sources (i.e., using evidence from text to inform or make an argument) so that students <b>use evidence</b> and respond to the ideas, events, facts, and arguments presented in the texts they read.	Questions and tasks require students to use details from text to demonstrate understanding and to support their ideas about the text.	
	Students draw evidence from texts to produce writing that informs, explains, or makes an argument.	
Stressing an <b>academically focused vocabulary</b> so that students can access more complex texts.	Questions and tasks attend to academic language (vocabulary and syntax).	
	Students use academic vocabulary in context throughout instruction.	